Yearly Status Report - 2018-2019

2.

Data of the Institution

1. Name of the Institution	MONTFORT COLLEGE
Name of the head of the Institution	George V J
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	080-25283320
Mobile no.	9980285644
Registered Email	mail@montfortcollege.in
Alternate Email	principal@montfortcollege.in
Address	184 Old Madras Road, Indiranagar
City/Town	Bangalore
State/UT	Karnataka
Pincode	560038

Institutional Status

Affiliated / Constituent	Affiliated
Type of Institution	Co-education
Location	Urban
Financial Status	private
Name of the IQAC co-ordinator/Director	Sritha Sandon
Phone no/Alternate Phone no.	08025284050
Mobile no.	9448431065
Registered Email	iqac@sampurnamontfort.in

Alternate Email	**srithasandon@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://montfortcollege.edu.in/wp-content/uploads/2023/03/AQAR-2017-18.pdf
4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	**https://montfortcollege.edu.in/wp-content/uploads/2021/07/MC-comprehensive-Calendar-of-Events-for-AY-19-20-.pdf**

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
1	**B++**	**0**	**2004**	**16-Sep-2004**	**15-Sep-2009**
2	**A**	**3.04**	**2012**	**05-Jul-2012**	**04-Jul-2017**

6. Date of Establishment of IQAC	**12-Nov-2004**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Organised an	**28-Dec-2018**	**200**
International Conference: Frontiers of Consciousness	**2**	
Certificate Course in Clinical Supervision: a Faculty Development Program	**04-Jan-2019 6**	**18**
Organized a National Symposium on	**27-Apr-2019 1**	**140**

Orientation given to students regarding online MOOC courses they could take for skills enhancement	21-Jan-2019 1	71
Development and Implementation of new curriculum	31-Aug-2018 1	84
View File		

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	**4**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	View File
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

12. Significant contributions made by IQAC during the current year(maximum five bullets)

Offered psychosocial service to flood affected victims in Kerala and Madikeri

Applied for approval of seven new courses to Bengaluru North University	
Signed an MOU with Martin Luther Christian University for Publication	
Signed an MOU with The Alternative Story for placement and internship	
Conducted walkathon to increase awareness of mental health in general public	

View File

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
To organise an International Conference to mark 20 years of the establishment of Montfort College	An International Conference: Frontiers of Consciousness was organized in December
To increase collaborative activities	Montfort College has signed an MOU with Martin Luther Christian University for Publication
To encourage faculty to publish more papers, book chapters, and books	Faculty members of Montfort College have published five papers in international journals of repute
To conduct a training program for members of the non-teaching faculty	Montfort college has conducted one training program for support staff on "Health and Hygiene"
To follow-up with BNU for seat enhancement	LIC of BNU visited the college for seat enhancement and have enhanced the seats from 45 to 60 counselling psychology and from 40 to 60 for psychology programs
To tie in with the newly established Bengaluru North University to offer add-on and certificate programs	The college applied for several new programs including ONE Masters program in clinical psychology, ONE PG Diploma program in counselling psychology, and FIVE certificate programs
View File	

14. Whether AQAR was placed before statutory body ?	Yes

Name of Statutory Body	Meeting Date
Governing Body	19-Dec-2019

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No

16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2018
Date of Submission	16-Feb-2019
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	Library: The library uses NIRMALS (Network Information Resources Management of Academic Library Systems). The system offers several modules. The Acquisitions control system is a module that builds database of titles, checks duplicates, and generates reports. The Bibliographic Control system module creates databases that incorporate all essential data elements described in ISBD. The Circulation Control System is the user interface that maintains checkins, checkouts, generates barcodes for IDs, calculates fees and overdue fines, and gives user book usage statistics. The Serials Control System maintains master serial and vendor record files, monitors current issues received, keeps track of issues and controls budgetary provisions. Attendance: Staff attendance is maintained through Biometric login. The College incorporated an ERP from KahanPro to take care of student admissions, internal assessments, and other ERP activities. The college tried for one semester but the college not utilize the same due to technical and communication difficulties. Accounts: Institution's accounts and finance conducts all its functions using accounts Tally software.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The institution requires all teaching faculty to create semester plans for each course. The course/semester plans are shared with the students at the beginning of the semester. These plans hold important dates such as start of course work,

end of course work, submission dates, dates of internal assessments etc. They also detail how the different topics related to the course are dealt with and how much of the teaching is student-centered, how much is teacher-led, what innovative methods will be used, etc. Students' feedback on these plans is sought and then the plans are finalized and sent to the academic coordinator. In addition, the teachers also prepare lesson plans for each lesson to help plan the two-hour lesson well. These lesson plans detail the educational objectives of each lesson and the manner of evaluating that these objectives are met at the end of the lesson. Teachers are encouraged to take feedback from time to time to ensure that the students are able to comprehend and cope with the course work. Teachers also ensure that students who find it difficult to cope are given remedial teaching. Teaches have a checklist that helps them keep on top of all the deadlines and requirements; they complete the checklist during their course and submit the same at the end of the semester. Students are oriented to the competencies and skills they need to acquire for each course and their progress is shared with them from time to time. Class teachers/Mentors meet with the students regularly to determine and address any issues with regards to curriculum and academics.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
No Data Entered/Not Applicable !!!					

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
MSc	Counselling Psychology	31/08/2018
MSc	Psychology	31/08/2018

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Case Management	31/08/2019	155
Life skills	31/08/2019	40
Professional development	25/02/2019	38
View File		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
MSc	Counselling Psychology	32
MSc	Psychology	55
View File		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

Qualitative feedback is obtained from students at the end of each semester. This feedback is subject to a qualitative analysis on four major domains (1) quality of the teachinglearning (2) opportunities for personal and professional growth (3) fairness and transparency in evaluation (4) infrastructural resources and (5) culture and ambience of the college. Based on the feedback, several actions are then carried out: • Any immediate remedial action needed is decided by the principal, academic coordinator, concerned teachers. For instance, the students of the 2nd semester had been unhappy with the manner in which three of the papers were handled. Immediately two papers were reallotted to other teachers and the teacher of the 3rd paper was given the feedback and was able to change teaching patterns to suit the student needs and expectations. • Strategic planning for the future semesters is also based on the feedback. For instance, in this semester, it was decided not to allocate theory classes to one teacher because the feedback from the students was that her abilities lie better in practicals further, the teachers were mandatorily asked to submit the semester plans in one orientation meeting with the students as the feedback indicated that some of the teachers had not shared the semester plan for the previous semester. In addition, the feedback from the previous academic year led to an FDP on innovative teaching methods especially those incorporating students' individual learning styles into the classroom was organized to ensure effective teachinglearning and work towards 'classrooms of the future' • The feedback about individual teachers is shared with them to help them identify their strengths and weaknesses as perceived by the students. • Teachers do a selfappraisal of their own professional development. The principal then sits with each of them and helps to mentor them, helping them identify one or two professional goals for the coming academic year. This is done cumulatively and helps teachers develop both personal and professional skills. • Parental feedback is both quantitative as well as qualitative. The feedback is analysed for the strengths and drawbacks. The suggestions for improvement are taken into consideration for the following academic year during strategic planning. • Feedback from the alumni is qualitative. This feedback is also analysed for the strengths and drawbacks. The suggestions for improvement are taken into consideration for the following academic year during strategic planning.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
MSc	Counselling	20	141	20
MSc	Psychology	23	113	23
		View File		

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses

| 2018 | 0 | 155 | 0 | 10 | 0 |

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), Elearning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
10	10	3	6	1	5

View File of ICT Tools and resources

View File of E-resources and techniques used

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Every student has a mentor. This information is communicated to them at the beginning of the academic year. Each mentor has only about 12-15 students to mentor throughout the academic year. This ensures that students have a contact person at all times to address their needs. Mentors hold regular mentoring sessions. These are sometimes held in groups and sometimes held with individuals, based on the needs of the student. Mentoring sessions are also sometimes structured and at times, they provide a forum for venting frustrations or expressing grievances. Mentoring is an effort of Montfort College to help the faculty get to know the students more closely. Through mentoring, the students experience that the college cares for them individually and that there is a point of reference when they face any issues. One of the main objectives of mentoring is to supervise and guide the students academically. Professional and personal issues are also addressed and the process is to help the students prepare themselves for the world of work. When students have issues, mentors make the necessary recommendations for the students to resolve such issues. For instance, if a student has a grievance, mentors suggest that they file a grievance with the cell and the appropriate steps are taken. Similarly, if a student has questions about how to study or write for exams or manage time, mentors conduct time management sessions or help students develop academic skills. Also, if a student has personal issues that cannot be handled in mentoring, mentors refer the students to personal counselors. Personal counselling is mandated for all students of Montfort College since the students are training to be mental health professionals and they should first ensure their own mental health.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
155	10	1:15

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
10	10	0	2	3

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ yearend examination	Date of declaration of results of semesterend/ year-end examination
MSc	PSY	3	22/01/2019	20/06/2019
MSc	PSC	3	22/01/2019	25/06/2019
MSc	MSPY1	1	14/02/2019	08/03/2019
MSc	1MSPC1	1	15/02/2019	08/03/2019
MSc	MSPY1	2	08/07/2019	05/08/2019
MSc	MSPC1	2	08/07/2019	05/08/2019
MSc	PSC	4	11/07/2019	24/07/2019
MSc	PSY	4	16/07/2019	23/08/2019

View File

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The college has removed the marks allotted for attendance. This is based on the feedback received from both teachers and students that attendance is not a learning parameter and should not be considered for evaluation when only 30 of the total marks for each paper are allotted by the college. This was seen as a fair demand and the college dropped attendance from consideration for internal assessments. Earlier, 5 marks were allotted for attendance. This reform has been met positively. The college has also allowed teachers to opt for any assessment that is suitable and appropriately would evaluate student learning, rather than looking only at tests, assignments, and student presentations. As a result, poster presentations, workshops developed by students, openbook tests, case analysis, etc have all been adopted by teachers of various courses for a more effective and fair evaluation of learning.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Bangalore University and Bengaluru North Universite prepare an academic calendar and circulate to all affiliated colleges. Based on this, the college prepares its own academic calendar detailing all important events including start of semester, end of semester, submission deadlines, as well as co

curricular and extracurricular activities. The teachers prepare semester plans for each course based on this academic calendar which details the dates for various internal assessment activities. This is shared with the students and all teachers adhere to this as closely as possible. In the event that any test or deadline is to be rescheduled due to unavoidable circumstances, students are given adequate advance notice regarding the same. The internal assessment is completely transparent, students view their marks ahead of them being sent to the university and can question and challenge the teachers/ academic coordinator if they have any concerns about this. These concerns are always addressed and only when the student is satisfied will the marks be finalized. College submits all internal assessments to the university in time in the prescribed format

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://montfortcollege.edu.in/wp-content/uploads/2023/03/MC-Graduate-Attributes.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
PSY	MSc	Psychology	39	38	97.4
PSC	MSc	Psychological Counselling	32	30	93.75

View File

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://montfortcollege.edu.in/wp-content/uploads/2023/03/SSS-2018-2019.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Any Other (Specify)	713	Montfort College Society	140000	23316

No file uploaded.

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
No Data Entered/Not Applicable !!!		

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				
No file uploaded.				

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
No Data Entered/Not Applicable !!!		

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
No Data Entered/Not Applicable !!!	

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
International	**Counselling and Psychology**	**5**	**3.36**
[View File](#)			

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
No Data Entered/Not Applicable !!!	
No file uploaded.	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
The Checkpoints for Lateral Thinking in Enhancing the Quality of Education in Indiailities of incorporating Indian logic in modern academia	Shenolikar. S Hebbani. S	International Journal of Indian Psychology	2019	0	Assistant Professor, Montfort College, Bengaluru, Karnataka, India	0
Exploring the possibilities of incorporating Indian logic in modern academia	Anwesha Bhattacharya Sudharshan Hebbani	International Journal of Sanskrit Research	2019	0	Assistant Professor, Montfort College, Bengaluru, Karnataka, India	0
Embodied Cognition: Dance, Body and Mind	Bhutoria, K. Hebbani, S.,	International Journal of Indian Psychology	2019	0	Assistant Professor, Montfort College, Bengaluru, Karnataka, India	0
A study of resilience among young adult children of alcoholics (YACOA)	Sudharshan Hebbani, Johnson Pradeep, Sumitra Selvam, Krishnamachari Srinivasan	Asian Journal of Psychiatry	2019	2.19	Dept. of Mental Health, St. Johns Research Institute, Bangalore	0

Influence Of Socio-Cultural Factors On The Emotional Problems Among College Going Young-Adult Children Of Parents With Alcoholism: A Study From South India	Sudharshan Hebbani, Johnson Pradeep, Sumitra Selvam, Krishnamachari Srinivasan	Asian Journal of Psychiatry	2018	2.19	Dept. of Mental Health, St. Johns Research Institute, Bangalore	0

View File

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
No Data Entered/Not Applicable !!!						
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Presented papers	5	0	0	0
Resource persons	6	1	0	0
Attended/Seminars/Workshops	8	8	0	0

View File

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
NSS Special camp	NSS	3	51
WellCare 2019	Red Cross	2	5

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
No Data Entered/Not Applicable !!!			

No file uploaded.

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Extension Outreach	Montfort College	World Suicide Prevention Day	3	71
Extension	Montfort College and Family Counselling Centre	Hospital Hygiene Awareness Week, organised at Sir C V Raman General Hospital, Bangalore	3	0
Extension	Montfort College and Family Counselling Centre	Psychological First Aid to Flood Victims in Kerala	2	9
Extension	Montfort College	Suicide Prevention Awareness Program to the public at Gopalan Mall	2	5
Extension	Montfort College and Family Counselling Centre	Group Counselling on Motherhood in K R Puram Slum	2	0
Extension	Montfort College and Family Counselling Centre	Medical Check up for the Children of NVJ Children Home, Medahalli	2	0

Extension	Montfort College	BalaMela : Childrens Day outreach programme	4	153
Extension	Montfort College	World Mental Health Day : Walkathon	4	50
Extension	Montfort College	Blood Donation Camp	3	75

View File

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
No Data Entered/Not Applicable !!!			

No file uploaded.

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Placement and Internship	Placement	The Alternative Story	01/01/2019	31/12/2019	0

No file uploaded.

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Martin Luther Christian University	10/12/2018	Publication	0

No file uploaded.

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
10	6.9

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Laboratories	Existing
Classrooms with LCD facilities	Existing
Others	Existing
Video Centre	Newly Added
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
Nirmals	Partially	1.0.0.0	2011

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Reference Books	7890	656396	56	52285	7946	708681
e-Books	540	0	30	0	570	0
Journals	13	0	4	20140	17	20140
e-Journals	1	0	0	0	1	0
Digital Database	0	0	1	5900	1	5900
CD & Video	86	0	0	0	86	0
View File						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching econtent
Sritha Sandon	Quantitative Research Methods	Google Classroom	20/09/2018
Sritha Sandon	Theory and Research	Google Classroom	16/10/2018

Jeeshma Vijin	Psychopathology	Google Drive	24/10/2018
Sritha Sandon	Sampling	Google Classroom	26/10/2018
Jeeshma Vijin	Lifespan	Google Drive	26/10/2018
Sudharshan H L	Rehabilitation Psychology	Google Drive	15/11/2018

Sritha Sandon	Data Collection Methods	Google Classroom	16/11/2018
Sritha Sandon	Research Designs	Google Classroom	10/12/2018
Sritha Sandon	Ethics in Qualitative Research	google Classroom	26/02/2019
Sritha Sandon	Designing Qualitative Research	Google Classroom	20/04/2019
	[View File](#)		

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	40	26	3	4	0	7	2	120	1
Added	0	0	0	2	0	0	0	0	0
Total	40	26	3	6	0	7	2	120	1

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

120 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Montfort Media Centre	https://montfortcollege.edu.in/index.php/media-room/

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
13.45	13.36	13	12.77

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Montfort College is committed to maintaining all its assets in the most costeffective manner possible while maximizing the utility of the assets and striving to provide the best service to both students and staff. The mission of the administrative body in charge of maintenance is to offer the necessary support services to all stakeholders and maintain the assets and buildings of the college in the best condition to enable the college to achieve its objectives. The policy distinguishes between preventive maintenance, planned maintenance, and repairs of Building systems (such as electrical systems, sanitary systems, etc), Building Exteriors (such as doors, walls, windows, roofs, etc.), Common Areas (such as staircases, hallways, etc.), Property Site (such as grounds, parking, etc). The procedures for and operationalization of the different types of maintenance are all documented in this policy.

https://montfortcollege.edu.in/wp-content/uploads/2023/03/MC-Repairs-and-Maintenance-Policy.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Scholarship	5	50000
Financial Support from Other Sources			
a) National	Post Metric Scholarship	3	86490
b) International	0	0	0
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Counselling practice enhancement course	02/08/2018	32	Trained Counsellors

Personal counselling	02/08/2018	114	Professional Counsellors
Personality enhancement through group therapy	06/08/2018	32	Dr Daisy Isaac, Tomy Joseph
Mentoring	02/08/2018	155	Mentors

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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
No Data Entered/Not Applicable !!!					
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
3	3	7

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
Cure.fit	45	0	5	6	6
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to

| 2018 | 1 | MSc Psychology | Counselling and Psychology | UCC Republic of Ireland | MA Work and Organizational Behaviour |

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	3
GRE	1
TOFEL	1

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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Sports Month	Local	153
Freshers Day	Local	140
Teachers Day	Local	145
Ethnic Day	Local	120
International Peace Day	Local	150
Christmas Celebrations	Local	150
International Mother Langauge Day	Local	120
Prabuddha Manasa Inter-Collegiate Fest	Local	175

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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2018	Silver Screen	National	0	1	17XGSPY026	Shalini Maria Jose

No file uploaded.

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Student Council of Montfort College is a very energetic and enthusiastic body. The student council is democratically elected by the students of the college in the beginning of each academic year. This body has a president, events secretary/cultural secretary, sports secretary, and a treasurer with a faculty member who is the coordinator and advisor. In addition to the office bearers, the council also comprises representatives of each class to ensure that all students have a voice in the decisions of the council. The student council carries out many regular activities such as World Suicide Prevention Day, World Mental Health Day, Children's Day. The council also conducts activities to observe Republic Day, Independence Day, and Kannada Rajyotsava. Cultural programs such as ethnic day, Christmas celebrations, and other activities such as food fests are also organized. In addition, the organized programs for International Peace Day and World Mother Language Day this year. The IQAC has one student representative and through this representative, the IQAC is able to liaison with the students in the functioning of the college. In addition, students are consulted whenever important decisions that affect them are being made. Students are members of the Library Advisory Committee and contribute by attending meetings and determining which books or journals are to be purchased.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

71

5.4.3 – Alumni contribution during the year (in Rupees) :

43000

5.4.4 – Meetings/activities organized by Alumni Association :

1) One day play therapy workshop on 08/05/2019 attended by 43 members 2) One day workshop on working with couples struggling with infidelity on 10/05/2019 attended by 38 members 3) Alumni Meeting on 10/05/2019 attended by 20 members

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Montfort college practices decentralized and participative management for all academic and extracurricular activities. Decision relating to all academic activities is brought to the notice of the principal and the entire staff members meet together, discusses how decisions would affect the academic calendar and only then decisions are made. This is the regular practice of Montfort College. Two practices that showcase this decentralized, participative process include: 1) Establishment of Committees: Various committees are in place for grievance redressal, staff selection, student selection, etc. which have their own policies and processes and the members in charge are able to make decisions pertinent to their activities 2) Democratically Elected Student

Council: A democratically elected Student Council plans, organizes, and executes various cocurricular and extracurricular activities under the guidance of a faculty coordinator

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	The college developed the entire curriculum for the two MSc programs (MSc in Psychology and MSc in Counselling Psychology) for the department of Psychology of the newly formed Bengaluru North University which the BOS subsequently approved and the same is being taught currently. The curriculum incorporates many important professional skills and life skills such as life skills training, mandatory field visits, mandatory internships, and library dissertation. The curriculum offers students multiple options for specialization in established areas such as clinical psychology and organizational psychology. In addition, newer areas such as school counselling and rehabilitation psychology have also been included.

Teaching and Learning	Montfort College has tried to incorporate online access to material for the students by using Cloud Drives and Google Classrooms. About 30 percent of the teachers are using the classroom as a forum to interact with the students. Teachers upload their semester plans and post information about assignments and deadlines on Google Classroom for the moment. The quality of teaching has always been high and teachers adopt many modalities. Lectures are about 4060 of theory teaching while student presentations, peer teaching, discussions, reflections, demonstration, video learning comprise the remaining 40 to 60 of the lessons.
Examination and Evaluation	The college has adopted mandatory verification of internal assessment marks by students before sending the same to the university as a quality revision in evaluation. The college continues to use multiple modes for evaluating students such as poster presentations, oral presentations, case study analysis, field trip reports, skillsevaluation, evaluation of practicum, etc for assessing the level of the students, not just written tests. In addition, the college has removed the marks allotted for attendance based on the feedback received from both teachers and students that attendance is not a learning parameter and should not be considered for evaluation when only 30 of the total marks for each paper are allotted by the college. This was seen as a fair demand and the college dropped attendance from consideration for internal assessments. Earlier, 5 marks were allotted for attendance. This reform has been met positively.
Research and Development	The college determined that research is an area requiring improvement and based on recommendations by the IQAC, teachers post topics of their interest and students sign up for those topics. The college hopes that by focusing teachers on one or two specific topics, the data gathered through student projects would also help teachers contribute to the research community. This process is yet to bear fruit

Library, ICT and Physical Infrastructure / Instrumentation	College has invested in books, equipment, laboratory, computer and furniture to accommodate the new syllabus
Human Resource Management	The college has carried out a Faculty Development Program on Supervision to enhance and update the supervision skills of the faculty. This fourday certificate program (two weekends) was conducted by Sue Santi, Fellow, British Association for Counselling Psychology (BACP) for four of our full time teaching faculty and four of our part time teaching faculty. In addition, the college has deputed several faculty members to Asian Institute of Gaming and Animation, Bangalore on faculty exchange to conduct classes for their students. Faculty also conducted workshops for the Teachers of St. Anne's, Bangalore on Counselling Students. Faculty also are given opportunities to conduct various programs in their areas of expertise for the benefit of the students. This enhances the development of both staff and students. The college provides
	faculty with opportunities to practice counselling and therapy through the counselling center.
Industry Interaction / Collaboration	The college has signed an MOU with "The Alternative Story" on 1st January 2019 which is an EAP provider. The purpose of this is placement (campus recruitment) and internships/ practicum of Montfort College students at The Alternative Story
Admission of Students	The college designs and uses an entrance exam and the paper is revised regularly. The latest revision was for the admissions to this academic year

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Administration	Staff attendance is maintained through BioMetric login
Finance and Accounts	All financial transactions are carried out through Tally ERP 9
Student Admission and Support	The college has attempted implementation of KahanPro to manage admissions, attendance, timetables, fees, etc

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2019	Visalakshi Sridhar	Certificate Course in Clinical Supervision	0	5000
2019	Bro. George V J	International Symposium "Hope for a Wounded World"	0	100
2019	Swati Pathak	Certificate Course in Clinical Supervision	0	2500
2019	Sudharshan H L	Certificate Course in Clinical Supervision	0	4500
2019	Kusum Gulati Chawla	Certificate Course in Clinical Supervision	0	2500

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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	Certificate course Clinical Supervision		04/01/2019	13/12/2019	8	0
2019	Play Therapy Basics: An Introduction0		17/06/2019	18/06/2019	6	0

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
FDP on Student Engagement Strategies in Today's Digital World	2	04/05/2019	04/05/2019	1

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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	2	0	1

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Gratuity, Christmas Gift, Medical help, Interest free loan, Maternity and Paternity leave, canteen facilities at reduced rates, financial assistance on Emergency	ESI, EPF, Gratuity, Christmas Gift, Medical help, Interest free loan, Maternity and Paternity leave, canteen facilities at reduced rates, financial assistance on Emergency, Uniform for house keeping staff	Scholarship, first aid, free parking, free lunch for deserving students, 24x7 internet facilities

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

At the close of the financial year, the institution's accounts are audited by an external auditor, viz a viz M/s M Thomas and Co of Chennai adhering to all the Income Tax Laws. The institution also carries out an internal audit during the middle of the financial year by a team appointed by the Governing Body of Montfort College Society. The team communicates the observations of the internal audit to the Principal and necessary action is taken.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Philanthropists	186211	Outreach programs

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6.4.3 – Total corpus fund generated

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Bengaluru North University	Yes	IQAC
Administrative	Yes	Bengaluru North University	Yes	Governing Body

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

Montfort college runs only post graduate programs. Our students are adultlearners. A parent teacher meet is organised annually

6.5.3 – Development programmes for support staff (at least three)

- Awareness programme for Support Staff on Health and Hygiene 1st October 2018
- Regular Personal mentoring of support staff • Team work Orientation programme

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1) Revision of Syllabus: During this academic year, Montfort College has managed to set the curriculum for the post graduate programs of Psychology and Counselling under BNU. The syllabi for the 1st and 2nd semester were approved by BNU and are currently in practice. The revised syllabi incorporate more practical exposure and professional skills. 2) Enterprise Resource Planning: During this academic year, Montfort College has tried to digitize academic and administrative endeavours such as student admissions, attendance, internal assessments etc using Kahan Pro. However, the software has not met the expectations and the college has to decide whether to look for a new ERP or customize the same. 3) Application for new courses under BNU: During this academic year, Montfort College created the curriculum for ONE MSc Program (Clinical Psychology), ONE PG Diploma Program (Counselling Psychology) and FIVE certificate programs. The syllabi for all these SEVEN programs were placed before the BOS of BNU and same was approved and recommended to the University. The PG Diploma has been approved by the University and the approval for the remaining courses is under process.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	International Conference: Frontiers of Consciousness	27/01/2018	28/12/2018	29/12/2019	200
2019	Certificate Course in Clinical Supervision: an FDP	27/01/2018	04/01/2019	13/01/2019	18
2019	Orientation given to students regarding online MOOC courses	13/10/2019	21/01/2019	21/01/2019	71
2019	National Symposium on "Challenges for Psychological Practice in the 21st Century"	08/03/2019	27/04/2019	27/04/2019	140
2018	Received approval and implemented new curriculum with professional and practical thrust for both the M.Sc courses	16/08/2018	23/08/2018	15/06/2019	40

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male

| Guest lecture on gender sensitivity | 01/10/2018 | 01/10/2018 | 70 | 10 |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
The college uses rain water harvesting to save water. The rainwater is collected from the rooftops and passed to a treatment plant and then it feeds the borewells. In addition, much of the area of the campus is open mud (uncemented) allowing rainwater to flow underground. The college has been segregating waste from its inception. Biodegradable waste is fed into a Biogas plant through a compost pit to create energy. The biogas plant is located in the adjacent sisterinstitution. Solar panels have been installed and the water heating requirements of the college hostel are met through solar energy. Most of the external lights are powered through solar energy. College primarily uses CFL and LED bulbs. In addition, there are several awareness posters placed around the campus regarding saving water, saving trees, reducing plastic, reducing photocopying etc. Faculty request for assignments and rough drafts of record work to be submitted online and in soft/ digital version to save paper.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	0
Provision for lift	Yes	0
Ramp/Rails	Yes	0
Braille Software/facilities	Yes	0
Rest Rooms	Yes	0
Scribes for examination	Yes	0
Special skill development for differently abled students	No	0
Any other similar facility	No	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2018	2	2	10/09/2018	18	Suicide prevention awareness	prevention of suicide	67

2018	1	1	17/11/2018	1	Bala Mela: Childrens day outreach program	emotional wellbeing of underprivileged children	140
2018	1	1	24/11/2018	1	Walkathon	mental health of general public	22
2019	1	1	28/05/2019	1	An Integrated Initiative for holistic health Wellcare 2019	medical and psychosocial aspects of people with disability	7

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Faculty Guidelines	06/08/2018	The faculty guidelines are exclusively for the teaching staff regarding the general expectations from teachers. These guidelines are made available to all staff members. They detail the standard operating procedure for everyday classroom and studentteacher interactions

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Psychosocial Services in Disaster Management: Kerala Floods	27/08/2018	31/08/2018	3
International Peace Day	20/09/2018	20/09/2018	155
Suicide Prevention Awareness Program to the public	10/09/2018	30/09/2018	67

Walkathon	24/11/2018	24/11/2018	50
Communal Harmony	25/11/2018	25/11/2018	60
Solidarity With The Family Members Of The Martyrs Of Pulwama Tragedy	19/02/2019	19/02/2019	147
An integrated Initiative For	28/05/2019	28/05/2019	125

Holistic Health WellCare 2019			
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Rain water harvesting Solid Waste Management Awareness of saving water, saving trees, reducing plastic, reducing photocopying Use of solar power Use of CFL and LED bulbs

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Title of the Practice: Scaffolding Professional Development in Trainee Counsellors The Context that required the initiation of the practice: The gap between theory and practice is a wellknown one to all trainers and employers. The syllabus requires students of counselling to carry out practicum (provide counselling services to the general public). Though students are equipped with adequate knowledge and skills training, they tend to be concerned about providing counselling services to others, they being trainees, still learning. Montfort College provides students with individual and group supervision (the practice in most Western Universities for such training) so that students are better equipped and have a platform to discuss their concerns as well as their progress. Objectives of the practice: 1) To improve counselling skills among students in the realworld/ work environment 2) To create awareness in students regarding real life issues as against text book cases The Practice: Each student is given an individual supervisor and a group of students are given a group supervisor. These supervisors help them in their practicum by meeting them at least once a week, sometimes more often, and discussing cases with them, addressing concerns, simulating sessions, and tracking the progress of their skills. In this manner, students are able to feel more confident in their ability to provide counselling services. Obstacles faced if any and strategies adopted to overcome them: The number of trained counsellors who will provide supervision at concessional rates has been a problem. Most of the supervisors have been from among the permanent faculty, which has led to some amount of overworking of the faculty. College is yet to find a solution to this, but the college does not intend to compromise the supervision itself, despite small problems, since the benefits are very important to student development. Impact of the practice): Success is evident in many ways: 1) Students and alumni have given positive feedback about the supervision and how it has helped them 2) Employers have mentioned that the students do come with good knowledge and ability to practice counselling in work setups. 3) 3) By providing free supervised counselling to students and general public, the students of Montfort College are helping realize its vision to promote mental health and emotional wellbeing in society. Resource required: 1) Trained supervisors 2) Dedicated supervision time in the timetable 3) Students on practicum (counselling others in the real world Title of the Practice: Increasing student involvement in community mental health The Context that required the initiation of the practice: Mental health awareness is low in the general public and discussing mental health issues or seeking help for them is also taboo. The goal of the college was to increase awareness of mental health issues, suicide prevention, and counselling services' availability in the general public. Secondly, the youth of today is selfinvolved and does not often reach out to the community. Increasing a sense of belonging with the community and developing a sense of service for the community also be important. This practice was started several years ago in Montfort College to meet the two goals of increasing student involvement in the community and increasing awareness about mental health in the community. Objectives of the practice: 1) to enhance student's involvement in the community 2) to increase awareness of mental health issues in the

community The Practice: The college decided to regularly carry out a weeklong awareness creating program involving as many students as possible between World Suicide Prevention Day (Sep 10th of every year) and World Mental Health Day (Oct 10th of every year). The college worked through the student union to get students to plan various activities to increase awareness on specific mental health topics. Groups of students plan for activities such as street plays, rallies, and interviews, they distribute pamphlets with information about issues like depression, suicide prevention, exam anxiety, etc., to different parts of the city. They bring back their success stories to share with the entire college Obstacles faced if any and strategies adopted to overcome them: Permissions for street plays and rallies from the officials such as police were difficult to get. The college used malls and coffeeshops as via media. The college did get permission for a walkathon this year which was also targeted at increasing mental health awareness Impact of the practice: There is clear evidence for increased student involvement as more and more students are volunteering their time and services at various centres such as NGOs, special schools, and halfway homes. The evidence for mental health awareness is in the reports that the students carry back about the reaction of the public. Resource required: 1) Information related to mental health issues 2) Creative media such as street plays 3) Permissions for rallies, walkathons, street plays from local police 4) Publicity of event for maximum impact by informing the public early enough 5) Time and small funds for creating props, pamphlets, etc and for transport

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

https://montfortcollege.edu.in/wp-content/uploads/2023/03/Best-Practices-2018-19.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Montfort College envisions mental health and emotional wellbeing in society. The activities of the college are distinctive because it trains only post graduate students only in the areas of counselling and psychology. Two activities that best capture the vision, priority, and thrust are Personal Counselling and Children's Day. 1) Personal counselling: Montfort College mandates personal therapy for all students. Students seeking to train in mental health and become mental health professionals need to be mentally healthy themselves. To this end, the college has mandated personal therapy for all students studying in the college. This ensures that students have the opportunities to work on their own issues at an individual level and they are less likely to carry these issues to their work with their clients. The college provides students a list of competent, recognized therapists/ counsellors from which they can choose their therapist. Many of these therapists provide their services at lower costs to our students so that it does not burden the students financially. Since we envision mental health and emotional wellbeing in society, beginning with the mental health of our own students is a clear activity in line with the vision. This activity is not a requirement of the university nor does any other college offering similar courses require their students to mandatorily go through personal therapy, so it is distinctive and unique to our institution. 2) Bala Mela: Every year, Montfort College students organize Bala Mela, a childrens day outreach programme. This activity brings together 400800 orphaned, underprivileged children from different parts of Bangalore and engages them in a day of fun and frolic. The student volunteers organize various funfilled activities for the children meant to simply help them laugh. A group 5 children are assigned a "kid buddy" from among the

student volunteers. Kid buddies monitor the children throughout the day and also encourage them to participate actively in all the events. These kid buddies are also available to the children if they need any help. The college raises funds to give the children good meals and gifts. The college also organizes transport of the children to and from their residences. This activity not only helps create a sense of wellbeing in the orphaned and underprivileged children, but it also improves the empathy and care of our own students. This is surely a great thrust towards improving mental health and emotional wellbeing in society. This is neither a requirement by the university nor its curriculum. This activity is one of our most significant contributions to society.

Provide the weblink of the institution
https://montfortcollege.edu.in/index.php/vision-mission/

8.Future Plans of Actions for Next Academic Year

IQAC Functioning: · To prepare and submit the IIQA and SSR on the NAAC portal · To encourage IQAC members to attend at least one IQAC conference/ seminar · To conduct regular IQAC meetings Post Accreditation Initiatives: · To adopt an ERP with LMS and LCS capabilities Curriculum Enrichment: · To get approval for the new courses from BNU · To carry out semesterwise strategic planning Teaching Learning Evaluation: · To increase innovative and participative learning · To carry out an Academic Audit Research Innovations Extension: · To organize at least one seminar on IPR · To organise a national level conference · To encourage faculty to publish more papers, book chapters, and books · To carry out regular extension activities such as WMHD, WSPD, Children's day and NGCD · To establish a data centre Infrastructure Learning Resources: · To use open source LMS and other econtent from online sources · To develop econtent · To upgrade lab equipment Student Support Progression: · To register alumni association · To track students progress · To implement at least two more capability enhancement schemes Governance Leadership Management · To consider possibility of NBA or NIRF · To conduct a training programs Institutional Values and Best Practices · To conduct programs on gender sensitivity · To conduct various activities on human values and ethics · To initiate activities to address locational advantages and disadvantages · To implement schemes such as Swachbharath mission, Skill India mission and Digital India mission